

Lesson Plan		English	Whole Class	
Class: 1/2D - Year 2		Topic: Maths: Whole Number	Week: 2	Date: 6 May 2009
<b>Anticipated Outcomes:</b> NS1.1 (Unit 2) Counts, orders, reads and represents two- and three-digit numbers				
Activity/purpose/class structure	Indicators	Resources	Assessment	IOT elements
<p><b>1. Assess where they're at</b> - Students in a circle - either do chorally, or each student has their turn as the skip counting goes around the circle</p> <p><b>Skip counting</b>            Lead the students in oral counting in unison by tens, up to 100, and then backwards from 100. Support the oral counting by pointing to the location of these numbers on the one hundred chart. Cover the multiples of ten on the hundred chart and have a student point to the position of each number as the class counts forwards or backwards by ten. Vary the activity by using other counting patterns, such as counting by twos or counting by fives.</p> <ul style="list-style-type: none"> <li>• count by fives to 100 with a hundreds chart together</li> <li>• count backwards by 10s (on and off decade) with or without hundreds chart</li> <li>• count on from 73</li> <li>• What is the number after.... number before...</li> <li>• Count backwards from 162</li> </ul> <p><u>Questions</u></p> <ul style="list-style-type: none"> <li>- is 153 more than 164?</li> <li>- what is hundreds, tens and ones? (use hundreds chart) (how many ones are in ten? How many tens are in one hundred?)</li> <li>- if you can count by fives to 100, could you count by fives to 200 just as easily? (you just change the number in the hundreds column)</li> </ul>	<ul style="list-style-type: none"> <li>• counting forwards or backwards by ones, from a given three-digit number</li> <li>• identifying the number before and after a given three-digit number</li> <li>• representing three-digit numbers using numerals, words and objects counting forwards and backwards by tens, on and off the decade eg 430, 420, 410,... (on the decade) 522, 532, 542,... (off the decade)</li> <li>• stating the place value of digits in three-digit numbers eg 'in the number 321, the 3 represents 300 or 3 hundreds</li> </ul>	Hundreds Chart		<p>1.1.1 Demonstrate relevant knowledge of the central concepts, modes of enquiry and structure of the content/discipline(s).</p> <p>2.1.1 Demonstrate knowledge, respect and understanding of the social, ethnic, cultural and religious backgrounds of students and how these factors may affect learning.</p> <p>3.1.1 Demonstrate the capacity to identify and articulate clear and appropriate learning goals in lesson preparation.</p> <p>3.1.5 Demonstrate knowledge and use of a range of strategies to assess student achievement of learning outcomes.</p> <p>4.1.1 Communicate clear directions to students about learning goals</p>
<p><b>2. Hundreds, tens and ones</b></p> <ul style="list-style-type: none"> <li>- I would like 3 people to come out the front. (they get the hundreds, tens and ones)</li> <li>- I would like another 3 people to come out and be numbers (you are the only ones that will move in this activity). Everyone else will stay still</li> <li>- Using the numbers 3, 9, 6 - make the largest number you can/ smallest number you can (why? the hundreds column is the largest quantity)</li> <li>- Make me a number more than 500. Less than 900</li> <li>- Ask students to read out the numbers they make</li> </ul>		<p>6 sheets saying:            Hundreds, Tens, Ones, 3, 6, 9</p> <p>(also have Thousands and an extra number- 0, just in case!)</p>		<p>3.1.4 Demonstrate knowledge of a range of appropriate and engaging resources and materials to support students' learning</p>

<p><b>DENS ACTIVITIES</b></p> <p><b>•Variation</b> Collect from catalogues pictures of items costing less than \$1000 . Ensure the price of each item is clearly indicated. Present the catalogue items to the students and ask them to sequence the items in terms of cost</p> <p><b>•Buzz game</b> Organise the students in a circle. Have the students begin counting by ones, each taking turns to call out the next number in the sequence.</p> <p>Each time students arrive at a number which is a multiple of five they call out “buzz” instead of the number. A student who makes an error in counting sits down</p> <p><b>Celebrity head</b> Display a number line showing numbers from 1 to 100 so that all the students in the class can see it. Place movable marker tabs at either end of the strip. One student wears a headpiece to which a numeral card is attached. Ensure that the student does not see the number on the numeral card. Ask the student to have the class help to identify the “secret number”.</p> <p>The class, however, can respond only with a yes or no reply to each question. In response to the answers, the selected student then moves the tabs along the number line to indicate the range within which the “secret number” lies. Continue the process until the student is able to identify the number.</p>		<p>- Catalogue pictures and prices</p> <p>- Hat and numbers to stick onto it for celebrity head</p>		<p>5.1.4 Provide clear directions for classroom activities and engage students in purposeful learning activities.</p>
<p><b>Evaluation of lesson sequence</b> Were tasks appropriate for different abilities/students needs in class? Where to now for each group?</p>				<p>3.1.10 Demonstrate an understanding of the principles and practices for using student assessment results to reflect on lesson sequences and inform further planning of teaching and learning.</p>

*Reference: DENS*

*Hundreds*

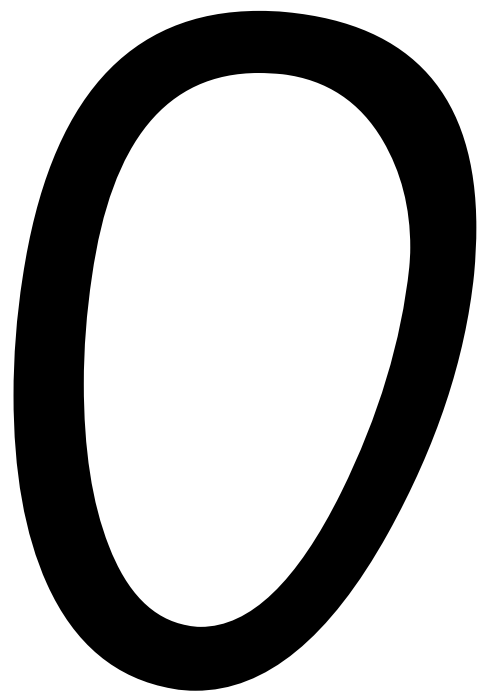
*Tens*

*Ones*

3

6

*9*



*Thousands*